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AUTHOR Nusz, Phyllis Jane
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ABSTRACT

A leadership/management seminar model was developed for use at Bakersfield College (BC), California, as a pilot program to provide training for professionals and management-level employees in business and industry. The seminar model was based on work with noted professors and theorists in the field of leadership and management; a literature review; an analysis of evaluations from the 1984 Leadership/Management Seminar held at the University of Illinois; and interviews with students, professionals, and individuals working in business and industry who had expressed interest in leadership/management training at BC. The instructional content of the resulting seminar model consisted of 23 separate units covered in an intensive 2-week program, focusing on topics such as "Women as Leaders," "The Career Patterns and Life-Cycle Choices of Professional Women," "Thinking on Your Feet," "Educational Law," "Personality and Managerial Styles," "Managerial Planning and Budgeting," "The Components of Leadership," "Interpersonal Effectiveness," "Automation," "Improving Written Communication," and "The Politics of Financial Planning." The report includes information on the seminar budget, factors such as housing and food services, and reactions to the model at BC. A two-page reference list and a five-page bibliography are included. (LAL)

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DEVELOPMENT OF A LEADERSHIP/MANAGEMENT SEMINAR MODEL FOR BAKERSFIELD COLLEGE

by

Phyllis Jane Nusz, M.A.

Bakersfield College

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JC 860 469

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ABSTRACT

Nature of Problem

During the last several years, the subject of leadership and management has moved outside of the classrooms of graduate schools and corporate offices into the writing of hundreds of books and daily presentations of seminars and workshops. Nowdays not only are heads of American business and industry familiar with the theories and concepts related to effective leadership and management, but individuals in all fields of endeavor are coining the terminology on these two subjects.

In recent years studies have shown that over 50% of the student population at Bakersfield College were 25 years of age and older and either fully or heavily employed. Therefore, to meet the current needs and changing trends of the students and the general population in the service area, Bakersfield College must develop course offerings related to new areas of academic interest.

Purpose of Study

The purpose of this study was to develop a Leadership/Management Seminar Model for use at Bakersfield College as a pilot program to provide training for professionals and management level employees in business and industry in Kern County.

Procedures

Working with noted professors at The University of Texas at Austin, reviewing program evaluations from the University of Illinois at Urbana-Champaign, conducting a review of literature, plus interviewing students, professionals, and individuals working in business and industry who have expressed interest in having Bakersfield College provide training for professionals and management level employees in the service area, a Leadership/Management Seminar Model was developed.

Findings

After developing a model for this study and presenting the findings to the College instructional staff, professionals, business and industry, a need was expressed for the immediate offering of the pilot program. Information included in the study suggested survey course offerings for an intensive two-week program of 65 hours of instruction plus oral and written communication skills, financial planning, automation, and personal effectiveness. In addition, extracurricular activities, food services, and housing needs were developed for interest groups that required such services. The total program was accompanied with an overall financial projection of the cost factors related to the operation of such an activity.

Recommendations

Based on the literature search and research data acquired for this study, the following recommendations have been made:

1. That Bakersfield College place immediate attention to the implementation of an intensive two-week seminar program "tailor-made" for the business community and the cotton industry during the 1986-1987 academic year. That the instructional content of the program include the areas of spoken and written communication skills, financial planning, personal effectiveness, and automation, plus other current topics related to leadership and management.

2. That members of the Bakersfield College instructional staff include a leadership and management training program survey course within the traditional semester schedule beginning with the Fall semester, 1986.

3. That contact be established with community leaders and other corporations within the service area for the purpose of developing similar seminar programs.

Chapter 1

INTRODUCTION

Nature of Problem

During the last several years, the subject of leadership and management has moved outside of the classrooms of graduate schools and corporate offices into the writing of hundreds of books and daily presentations of seminars and workshops. Nowadays not only are heads of American business and industry familiar with the theories and concepts related to effective leadership and management, but individuals in all fields of endeavor are coining the terminology on these two subjects. The writing of Peters and Waterman have become an everyday household reading source, as stated in their book In Search of Excellence.

> [We] set out to find exactly, by experiment what kinds of thoughts the members of an audience had when exposed to a charismatic leader. . . . They were apparently strengthened and uplifted by the experience; they felt more powerful, rather than less powerful or submissive. This suggests that the traditional way of explaining the influence of a leader on his followers has not been entirely correct. He does not force them to submit and follow him by the sheer overwhelming magic of his personality and persuasive powers. . . . In fact, he is influential by strengthening and inspiring his audience. . . . The leader arouses confidence in his followers. The followers feel better able to accomplish whatever goals he and they share (Peters and Waterman, 1981:4).

In 1966, Peter Drucker stated in his book The Effective Executive that:

> There are many managers who are not executives. Many people, in other words, are superiors of other people--and often of fairly large numbers of other people--and still do not seriously affect the ability of the organization to perform. Most foremen in a manufacturing plant belong here. They are "overseers" in the literal sense of the word. They are "managers" in that they manage the work of others. But they have neither the responsibility for, nor authority over, the direction, the content, and the quality of the work or the methods of its performance. They can still be measured and appraised very largely in terms of efficiency and quality, and by the yardsticks we have developed to measure and appraise the work and performance of the manual worker (Drucker, 1967:6-7).

As early as 1974, the world's largest professional women educator's honor society, The Delta Kappa Gamma Society International with 160,000 members living in 13 countries, met in Seattle, Washington, and ". . . appointed [an ad hoc committee] in preparation for assessing the unique features and strength and weaknesses of the Society" (Weber, 1982:32). After serious discussion and thought, in 1978 the membership attending the Chicago Convention voted:

> that the Society establish a well-designed program of sophisticated leadership training for members to develop skills needed to deal with social concerns, educational dilemmas, or legislative issues that affect education and the status of women (Weber, 1982:33).

In 1980, the skills needed by the membership were identified as "developing leadership, communication, and management skills of Delta Kappa Gamma members" (International Golden Gift Fund Committee, 1984).

One of the recipients of the award in 1980 was educated at the Hankamer School of Business Professional Development Center at Baylor University, in Waco, Texas, and was the researcher for this study. After returning to California to design two short-term Leadership Development Seminars at the University of the Pacific, in Stockton, California, for the 10,000 members of the Society in the state, the recipient was appointed by the International President to serve as International Committee Chairman and Seminar Director for the 1983 seminar at Baylor University and the 1984 seminar that was held at the Executive Development Center of the College of Commerce and Business Administration at the University of Illinois in Urbana-Champaign. The same member was asked to continue with the appointment for the Society during the 1984-86 biennium.

In the Fall of 1984, the decision was made by the University of Illinois to decline the invitation to host the seminar program in future years, so the unexpected circumstance of the loss of a seminar site developed into the ideal opportunity to study the design and implement new program curriculum for the 1985 Leadership/Management Seminar of The Delta Kappa Gamma Society International. The Seminar was contracted with the Management Development Programs at the Graduate School of Business at The University of Texas at Austin and presented July 18-31, 1985.

Purpose of Study

The purpose of this study was to work with noted professors and theorists in the field of leadership and management, such as Karl Weick, author of The Social Psychology of Organizing, second edition, and quoted in In Search of Excellence, along with the information acquired during the 1985 Leadership/Management Seminar of The Delta Kappa Gamma Society International to develop a model for use at Bakersfield College as a pilot program to provide training for professionals and management level employees in business and industry in the Kern County area. Bakersfield College is located in the heart of the agriculture and petroleum industry in the State of California. The Bakersfield College Service Area has requested the college to design curriculum to meet the needs of the ever-changing managerial positions for individuals currently living in and transferring to the locale to work at west coast corporate headquarters of their respective organizations.

Relationship to Course

This study was designed to the competency acquired in the course entitled Curriculum and Program Planning as stated in the Study Guide ". . . understanding of principles of program planning and evaluation" (Nova University, Validation Edition:vi).

Chapter 2

BACKGROUND AND SIGNIFICANCE

Justification of Problem

In 1984, the Kern Community College District published a five-year study on the past, present, and future trends of the three colleges within the District. The outcome of the study indicated that definite changes had taken place during the first half of the decade. Bakersfield College, the largest of the three campuses, showed that 52.9% of the students were 25 years of age and older and 54.1% of the total student population were female. In addition, over one-fourth of the students of the District were enrolling in fewer than 12 units per grading period. Dr. John J. Collins, President Emeritus and the individual responsible for preparing the study, indicated that most students were either fully or heavily employed and chose to take courses as the need arose and/or the spirit moved them (Collins, 1984:42-44). Therefore, as Bakersfield College begins to convert its operation from that of a two-year institution to an open-ended format, the time was ripe to propose a model format for management and leadership training to satisfy the needs of the current student population.

On May 14, 1985, Bakersfield College re-dedicated and changed the name of its store-front campus from the

Bakersfield College Downtown Center to that of the Weill Institute of Bakersfield College. The purpose of this change was inspired by a long-time merchant in the community whose family had operated one of the first retail stores in Kern County. Having no heirs to benefit from the prosperity of he and his wife, the Weill's volunteered to give $50,000 per year for the next five years to remodel the facility into one of the first community college Management Training Centers in the nation. The building complex has been designed to house individual learning areas to provide the facilities necessary to offer the specialized instructional activities needed to train professionals and management level employees in the current theories and concepts of leadership and management.

Bakersfield College has been primed to make use of this study. The facilities are available, financial support can be obtained either from the state on a regular ADA basis or from private donations, and the trend in community college education in the Kern County area already indicates a need to redirect the curriculum to meet the needs of the older employed student.

Significance to the Institution

With the current decline in the total enrollment, and in particular the full-time transfer student, the short-range outcome of this study demonstrates the

comprehensive nature and quality of an intensive two-week seminar in the area of leadership and management training. The long-range outcome is that by using the format that has been designed, the model will be instrumental in the full development of a Management Training Center at the community college level that will help generate additional interest and financial support by local professionals and business and industry for the training of future employees working at the management level. Increased financial and community support of the program would allow for the sponsorship of nationally known leaders in the field as guest lecturers, plus would apply to the completion of a certificate program or degree in management.

Review of Literature

An ERIC search for literature revealed fourteen community colleges across the country who have developed a variety of leadership and management training programs extending the gambit of small business training programs to college-corporation cooperative educational programs for mutual development.

The first of five separate programs was designed by Platte Technical Community College in Columbus, Nebraska. The program was called Project TEAMS (Techniques and Education for Achieving Management Skills) for the purpose of meeting a growing need for continuing education by managers

and supervisors. Because the project's goal was to develop practical, up-to-date management skills in a relatively short time, managers and supervisors were asked to identify the areas that they felt should be covered (Platte Technical Community College, 1980:3).

Advisory committees were formed representing each of four management sectors. Each committee identified and ranked, according to priority, the 25 managerial tasks most important in their profession. A separate course was then developed for each of the four sectors. After analysis of the identified tasks. Each course entailed about 20 classroom hours of instruction. A fifth course, entailing 12 hours of instruction, was developed covering topics identified as important to all four areas of management.

Funding for Project TEAMS was provided by Title 1A of the Higher Education Act of 1965 as amended and administered by the Nebraska Coordinating Committee for Postsecondary Education (Platte Technical Community College, 1980:3).

The initial publication was an instructional workbook centered around the topic of Achieving Management Skills. Each unit within the workbook was structured identically and included: (1) overall unit objectives, (2) specific objectives related to each topic, (3) suggested interests and participant activities, (4) a list of instructional materials included, (5) a reference list, (6)

information sheets which defined terms, presented topics, and recommended techniques, (7) transparency masters, (8) assignment sheets, and (9) a review test (Platte Technical Community College, 1980).

Subject areas included in the initial publication included time and stress management, human relations, conflict resolution, budgeting and financial management, computer systems, communication skills, motivation, and government regulations.

The second program in Project TEAMS was designed specifically for Business and Industrial Supervisors (Plate Technical Community College, 1980). Aspects of management covered in this program included leadership techniques, problem-solving, decision making, personnel considerations, delegation of responsibility, public relations, and computer awareness. The third program was designed specifically for Health Care Administrators (Platte Technical Community College, 1980). Areas of instruction included self-awareness, accounting principles, grantsmanship, medical terminology, labor laws, accident prevention, and management theories and functions.

The fourth program addressed the concerns of Independent Business Owners/Managers (Platte Technical Community College, 1980). Instructional areas covered in this program included personal characteristics of successful business people, knowledge of self and the chosen field, government

regulations, conducting meetings, market analysis, goal setting, risk taking, research development and incorporating. The fifth and final program available to date was designed specifically for Public Administrators (Platte Technical Community College, 1980). Subjects of instruction included management theories, planning, analytical and investigative skills, policy formulation, staff development, and leisure management.

The next source reviewed for this study was spearheaded by the American Association of Community and Junior Colleges and was entitled Small Business Training: A Guide for Program Building. Author Holly Jellison stated that through research in 1978, it was determined that America's community colleges might assist the U.S. Small Business Administration in "wholesaling" targeted training for women interested in the start-up of a small business. A proposal was developed and funded to create a special counseling and management training program for women. More than 6,000 men and women participated in the field test of the program (Jellison, 1983:2). The outcome of the investigation was the development of the National Small Business Training Network by the nation's 1,234 two-year colleges. One of the success stories referred to took place at J. Sargeant Reynolds Community College in Richmond, Virginia, where a management model was developed for delivering business-related training. The Management Institute operated from

rented facilities in the downtown business district and provided pre-packaged contract training for specific businesses, as well as basic management seminars for the general public. This program proved to be a great door-opener for persons who later enrolled in the colleges' credit programs (Jellison, 1983:4).

Although the last reference cited was published in 1978, the philosophies stated by the author can be applied to community college programs in the '80s. First, the statement was made that "much recent research had been devoted to the resurgence of occupational education in the community college. Close examination of the data revealed a rather traditional pattern. Very rarely was a linkage found between the classroom and the world of work (Beman and Parsons, 1978:3). In the same article an author writing for the Community and Junior College Journal asserted that "Career education is needed to break down the wall that separates what needs to be learned into the theoretical and the practical, the liberal arts and the applied. . . . This dichotomy has no basis in reality" (Wilson, 1978:5). A need exists to examine the benefits that accrue to the community college and the business/industry community.

Hagertown Junior College, Maryland, initiated a business/industry/college cooperative instruction program in the Fall of 1977, with Certain, Teed Corporation. The rationale for this endeavor fulfilled a mutual need for both

parties with Certain-Teed wanting to up-grade the skills of its first-line supervisory personnel and the college wanting greater visibility of its associate degree Management program with its business/industry target population.

The initial course was conducted in one of the plant's employee canteens. Attendance was above average and student achievement was comparable with similar courses offered on campus. The outcome of the project resulted in the statement that ". . . Our experience suggests a generalized model which can be adapted to the goals and resources of a specific institution" (Beman and Parsons, 1978:6). Areas of concern for successful program planning included recognizing that you are selling a product which must meet competition in terms of cost, quality, and timeliness of delivery, evaluating your resources carefully, identify the person who will make the buying decision, sell only what you can deliver, advertise your flexibility, and publicize your successes.

After reviewing the composition of a variety of leadership and management training programs in operation across the country, Bakersfield College will also soon be actualizing a leadership and management training program in the curriculum to help meet the needs of their service area. As Dr. Sebastian Martorana stated at the 1985 Summer Institute presented by the Center for Higher Education of Nova

University, California is not doing what should be done to train business and industry (Martorana, 1985).

With the City of Bakersfield having been identified as one of the fastest growing cities in California, Bakersfield College and the Kern Community College District must move forward to meet the needs of their clientele. The community is ready, and as soon as the wheels of progress are put into place, so will the college.

Chapter 3

PROCEDURES

Collection of Data

The practicum explored and developed the procedures necessary to design and implement a well-rounded leadership and management survey course presented to professional educators during 65 hours of classroom instruction, over an intensive two-week period. According to Mauritz Johnson, Jr., the concept of curriculum is a structured series of intended learning outcomes. Curriculum prescribes results (Johnson, Short and Marconnit, 1971:5).

In October, 1984, the 1984-86 International President of The Delta Kappa Gamma Society International and the researcher, who is the International Committee Chairman and Leadership/Management Seminar Director, reviewed the composite evaluations submitted by the participants of the 1984 seminar at the University of Illinois. Following the review process, these individuals traveled to The University of Texas at Austin to meet with the staff of the institution and outlined the expectations of the program to be presented. Items included in the discussion consisted of the seminar schedule format, course content, resumes of presenters/consultants, food service and housing facilities, budget items, and samples of previous seminar

presentations presented by universities of a comparable nature.

Following the initial contact in January, 1985, the researcher met with the entire International Committee on the University of Texas at Austin campus and walked through the program, got feedback on the ideas presented, and requested suggestions for improvement. The members of the Committee evaluated the proposed curriculum by reviewing the structured series of intended learning outcomes prescribed by the Society which were to ". . . develop skills needed to deal with social concerns, educational dilemmas, or legislative issues that affect education and the status of women" (Weber, 1982:33). Included in these outcomes were to be training in "developing leadership, communications, and management skills" (International Golden Gift Fund Committee, 1984). Taking the results of the evaluations from the last seminar, reviewing current literature in the field of leadership and management training, and brainstorming the various options available for a program format, the end resulted in the design of a curriculum that prescribed results (Johnson, Short and Mancounit, 1971:5). Upon conclusion of the deliberations at the University, the total seminar package was finalized.

Following the second trip to The University of Texas at Austin, the researcher returned to the Bakersfield College campus to meet with the College President. The

purpose of the meeting was to discuss the findings to date and assist with the appointing of a committee for the purpose of implementing a comparable seminar program at Bakersfield College starting the Fall semester, 1985. The committee was comprised of members of the instructional staff at Bakersfield College, plus representatives from the profession or business and industry requesting the offering of a Leadership/Management Seminar. The task of the committee was to review the design and course content of the proposed model and make appropriate modifications to meet the needs of the respective clientele.

Definition of Terms

Leadership

Peters and Waterman define leadership as the act of arousing confidence in one's followers and being influential by strengthening and inspiring others (Peters and Waterman, 1981:4).

Management

Management can be defined as the ability to manage the work of others. Managers have neither the responsibility for, nor authority over, the direction, the content, and the quality of the work or the methods of its performance (Drucker, 1967:6-7).

University of Texas at Austin

One of 14 components in The University of Texas system with programs and degrees that are distinct from those offered on any other University of Texas campus.

Management Development Programs

A specialized office under the auspices of the Graduate School of Business at The University of Texas at Austin, organized for the purpose of working with professional organizations and business and industry to develop and implement stylized instructional programs meeting the needs of the respective clientele.

Limitations

The first limitation of this study was that the model designed consisted of 65 hours of instruction to be presented over an intensive two-week period.

A second limitation was that the course content for the model was designed as a survey course for presenting a general overview of theories and concepts for leadership and management training and not an in-depth study of the subject matter.

The third limitation was that the research used for this model implemented a leadership and management training seminar for professional women educators. Since Bakersfield College had a female student population of 54.1% in 1984 who were either fully or heavily employed, the model

was designed to give direction to the needs of these students.

Assumptions

The first assumption was that the basic theories and concepts used in a survey course for professional educators are the same as those used in business and industry.

A second assumption was that the advisory committees appointed to participate in working with this model would make modifications to meet the needs of the respective profession, business, or industry.

Chapter 4

FINDINGS

After reviewing the charge of The Delta Kappa Gamma Society International for the Leadership/Management Seminar that was to be conducted by the International Committee at The University of Texas at Austin, the following proceedings took place to plan the activity for 1985.

1984 Seminar Evaluations

Twenty-nine of the thirty evaluations distributed to the participants of the 1984 Leadership/Management Seminar held at the University of Illinois were returned and reviewed by the International President and the researcher. The first concern presented by the participants was in regard to the quality of reading materials. When the original contract was negotiated with the University of Illinois, the request was made that an appropriate text or set of readings be provided to each participant prior to her arrival. Many sets of materials were illigible and/or incomplete. Second, the top five topics ranked, in order, by the participants as to how useful the subjects presented would apply to them were: (1) Confrontation Management, (2) Small Group Dynamics; (3) Strengthening Presentation Speaking Skills; (4) Time Management; and (5) Identifying

One's Own Conflict. Finally, a total of twenty-three participants stated that the basic format used at the University of Illinois be continued for future Leadership/ Management Seminars.

The University of Texas Visitation

In October, 1984, the International President and researcher traveled to The University of Texas at Austin to begin the face-to-face discussion of what was needed to assure a quality and successful program for 1985. The discussions centered around the areas of seminar schedule format, course content, resumes of presenters/consultants, food services and housing, and budget.

Seminar Schedule Format

The University staff was requested to develop an intensive two-week seminar emphasizing training in "developing leadership, communications, and management skills" (International Golden Gift Fund Committee, 1984). In addition, the seminar program was to be comprised of 65 hours of instruction or the equivalent time to offer seven Continuing Education Units (CEU's). If needed, classes were to be scheduled for evening sessions and on Saturdays. The International organization also wanted subject areas to be related to the operation and magnitude of this major non-profit organization and invited the use of the Inter-

national Headquarters, located only a few blocks from the University, for instructional purposes.

Course Content

Since the thrust and charge by the Society membership was to "establish a well-designed program of sophisticated leadership training for members to develop skills needed to deal with social concerns, educational dilemmas, or legislative issues that affect education and the status of women," the following tasks were presented to the office of Management Development Programs for inclusion in the curriculum. First, a "core" text was to be selected by the staff and presenters that would give participants a general working knowledge of leadership and management skills, to be mailed directly to each participant prior to the start of the Seminar in sufficient time for the participants to complete the reading. The text was also to be used in some manner during the ten day period of instruction. Second, the request was made that case studies be used on a limited basis and that at least one instructional activity be included in each subject area. Third, since the participants were not accustomed to being the student, time was to be made available for a give-and-take period of discussion during each unit of instruction. Fourth, if tests or inventories were selected as part of the curriculum, the entire instrument was to be used and not just segments selected by the presenter. Fifth, since each of the

participants currently has a leadership role in the Society, along with their personal and professional activities where they were required to make formal presentations, at least one session was to be set aside to provide instruction on the methods of preparing and presenting formal speeches. Sixth, with the daily use of computers in the fast changing societies of the world, participants were to experience a "hands-on" session with computers, and each participant was to have access to an individual terminal and printer. Seventh, previous experience resulted in the request that films be used only if it would be necessary to strengthen the presentation. Eighth, the presenters were to compare their course outlines prior to their presentations so there would not be excessive duplication of subject matter. In addition, a complete set of participant applications was to be provided to the University so the presenters would be able to review the make-up of the group and prepare examples that could easily be related to the participants. And finally, that all of the requests listed above would be prepared and ready for presentation to the entire International Committee during their visit to Austin in January, 1985.

Resumes of Presenters/Consultants

The next area of discussion was that of the quality of instruction. Individual resumes were to be prepared and complete for the committee's review and consideration at

the January meeting. If, for some reason, there was not a qualified presenter employed by the University, then arrangements were to be made to identify "the best" in each given subject area and bring them in as a guest presenter for the seminar program.

Food Services and Housing

The request was made to provide information as to the cost and availability of various types of food services and housing facilities. Considerations were to include cafeteria services and catered meals in conjunction with the use of motels/hotels and dormitories. These were vital considerations since 99% of the participants were to fly in for the program and would not have transportation. The Director of Housing was to prepare several packages for the Committee meeting.

Budget Items

Budget considerations that arose in the initial discussions included the areas of instructors salaries and travel, administrative costs, program materials, health insurance, extracurricular activities, plus room and board. A standard budget with options was to be designed for consideration.

Previous Seminar Presentations

The staff of the Management Development Programs was asked to provide materials of previous seminar programs

of a comparable nature for the International Committee. This inforamtion would assist in determining the final direction of the course content.

International Committee Meeting

Upon the return of the researcher to the University of Texas at Austin in January, 1985, with the entire International Committee, the majority of the answers from the initial discussion were waiting for approval. With each committee member having been a previous participant in the seminar program, there was an immediate awareness of the quality and expectations that were to be included in the overall program content and operation.

Seminar Schedule Format

After designing the initial draft of the overall seminar program, the University staff met with the Office of Continuing Education and negotiated an agreement to allow credit for CEU's. Also, since the activities planned at the International Headquarters were designed for instruction in leadership and management skills, they too were accepted for credit. Evening and Saturday sessions were proposed as part of the seminar schedule.

Course Content

It was reported that after a meeting of the staff from the Management Development Programs office and the

presenters, the recommendation was made to select The Change Masters by Roseabeth Moss Kanter as the "core" text. A supplemental text was also recommended entitled People Types and Tiger Stripes by Gordon Lawrence. The second text was to be used to familiarize the participants with the use of self-awareness inventories that were suggested as part of the curriculum. A time schedule for mailing the reading materials was decided by the University Program Director and researcher at the conclusion of the meeting pending the decision of the full committee.

The next area for consideration was that of the proposed course outlines. Only one case study was recommended for a presentation, plus instructional and discussion activities were included in each subject area. Two inventories were suggested to be taken by the participants using the complete instrument--Styles of Management Inventory by Jay Hall, Jerry B. Harvey and Martha Williams, and the Meyers-Briggs Type Indicator. The next recommendation made was that one-and-a-half days be scheduled to work on personal and professional presentation skills. This would allow the participants to not only have time for a group session, but also small group sessions where individual attention could be devoted for suggested areas of improvement. The request for a session of a "hands-on" experience with individual computer terminals and printers was recommended as a joint effort between the Graduate School of

Business and Graduate School of Education. Several labs were available which were to be used in small group situations to perform appropriate activities. As of the January meeting, no films were scheduled for inclusion in the curriculum. One meeting had taken place with the staff of the Management Development Programs and the presenters to work on curriculum design, with another meeting scheduled in the late spring to review the applications of the participants and finalize any changes that might be appropriate for the program.

Resumes of Presenters/Consultants

Of the nineteen presenters being recommended to be hired for the 1985 program, only five were not permanent members of the University staff. All resumes were reviewed and well received. Each presenter that was recommended showed distinctive work in education and the specialties of their respective presentation.

Food Services and Housing

After reviewing the proposal presented by the Director of Housing, the decision was made to use campus housing with all participants living in one wing of a high-rise dormitory. Each participant would share a two bedroom suite with a shared bath. Arrangements were also made for private phones in each room so participants could take care of business and personal calls between sessions.

Other considerations that were made related to 24 hour security, laundry facilities, recreation lounges, study areas, maid service, vending machines, and access for handicapped services. Location was also a factor in relation to the classroom. Having the program scheduled during the warm summer months required the consideration of well air-conditioned classrooms and housing facilities. Cafeteria style meals were selected because of their availability within the dormitory. "Special" meals were added to the schedule to give variety and exposure to other pleasant and convenient locations on the campus. Arrangements were also made with the Student Health Center to provide a "blank" insurance policy to cover all forms of medical attention, 24 hours a day.

Budget

The proposed budget presented to the committee totaled $66,000. After evaluation of each item and reviewing the monies available for the overall program, which also included assuming the cost of all transportation of the participants to and from their home, the committee requested that the overall budget not exceed $55,000. By the elimination of several major extracurricular activities, the budget was reduced to $52,000. The philosophy of the committee was that quality instruction was a MUST, and if participants wanted to see some of the local

"color," they would have to assume the cost of such activities from their own pocket.

Previous Seminar Presentations

During the course of the meeting the staff of the Management Development Programs informed the International Committee that although a program for women executives had been designed ten years before, neither the format nor content of the program showed any similarity to the one planned for The Delta Kappa Gamma Society International. This instructional package was to be a totally new concept for the University in curriculum and program design.

Final Negotiations

After taking one final look at the schedule for the 1984 seminar and evaluations, comparing current literature being used in the field, and brainstorming various options in the program format, the deliberations concluded with a fully approved seminar package with the Management Development Programs at The University of Texas at Austin. The dates of the program were scheduled for July 18-31, 1985.

Participation by Bakersfield College

Following the conclusion of the 1985 Leadership/ Management Seminar, the researcher returned to California to review the evaluations from the 1984 Seminar program, the information and materials presented by noted professors

and theorists at The University of Texas at Austin, and data reflected in the literature search. The end result was the development of the procedures necessary to design and implement a well-rounded leadership and management survey course presented to professional educators during 65 hours of classroom instruction, over an intensive two-week period. Items that were included in the proposed model included the seminar schedule format (Appendix A), course content, presenters/consultants, food services and housing, and budget estimate (Appendix B). The researcher then made arrangements to meet with the College President to discuss the findings and assist with the appointing of a committee for the purpose of implementing a comparable seminar program at Bakersfield College starting the Fall semester, 1985.

The committee, appointed by the President, was comprised of members of the instructional staff at Bakersfield College, plus representatives from the professional, business, and industrial communities requesting the offering of a Leadership/Management Seminar. The task of the members serving on the committee was to review the proposed model and make appropriate modifications to meet the needs of the respective clientele. After the initial committee meeting, the researcher arranged for individual appointments with committee members to discuss their specific needs and answer any questions.

The members of the instructional staff at Bakersfield College were in favor of the program as it related to providing leadership and management training skills to both the general student population and returning students who were either partially or fully employed. The major modification that was recommended was that the number of instruction hours be reduced from 65 to 54 in order for the curriculum to fit into the traditional semester course format. The course content was accepted with the understanding that the information presented be of a general nature, since the students would be coming from a wide variety of backgrounds. Presenters and/or consultants would be selected from within the College staff. Food services and housing were not a necessary concern for this group of students, since they would be from the immediate service area and take care of their own needs. All budget estimates were considered for inclusion in the College instructional budget with the exception of extracurricular activities, plus books and supplies (Hullet, 1985).

The outcome of the meeting held with the representative from the Health Careers profession had similar results as that of the College instructional staff. The one modification was that the students attending this seminar have all specific information and materials geared to the specific profession. Considerations were also discussed for offering two similar, yet different, types of

seminars--one for professionals already working in the field and one for students planning on entering the profession (Poloynis, 1985).

The representatives from business and industry posed a different light on the proposed seminar model, since both areas have on-going staff development programs to meet the personal and professional needs of their employees. The representatives from business, working in the areas of banking and finance, agreed with the total package of the seminar model. The one modification related to the area of extracurricular activities. The business community is very aware of the socialization process that takes place during out-of-class time and was interested in adding several extracurricular activities to meet their specific needs. The total cost for such a program would be considered as part of the corporate staff development program and would very likely be absorbed by the respective business as part of their annual budget (Zieman, 1985).

The representative from industry works as an executive in the field of agriculture, and shared the fact that his particular corporation already offers a six-week certificate program for individuals employed in the industry from around the world. Therefore, since employees are already accustomed to additional training in their field, corporations would be interested in having a leadership and management training seminar offered to improve their

skills. The two-week schedule format would fit into the slow season of their yearly operation and was acceptable as presented by the researcher. The course content must include an emphasis on both verbal and written communication skills. It was recommended that the total budget not exceed $850-$900 per person, in order for the total bill to be picked up by the corporation. Food services and housing were two items that were not included in the budget estimate, yet would be part of the initial planning and operation of the program since students may be from outside the Bakersfield College service area. Lodging would be part of the operational budget, but food, not planned as part of the seminar schedule, would be paid by the individual student.

Following the completion of the one-on-one meetings with committee members, the findings were summarized by the researcher and presented to the College President. After reviewing the results, the President gave approval for appropriate action to take place for implementing the seminar model, with modifications, for the respective clientele.

One factor was altered during the last meeting with the President. Since the financial situation at Bakersfield College has been greatly strained by lack of district funds for the 1985-86 academic year, arrangements have been made for the implementation of the seminar model on the

Bakersfield College campus with the start of the 1986-87 academic year.

Chapter 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

As stated earlier in the writings of Mauritz Johnson, Jr., the concept of curriculum is a structured series of intended learning outcomes. Curriculum prescribes results (Johnson, Short and Marconnit, 1971:5). The intended learning outcome for the two-week seminar model designed for Bakersfield College was to train professional educators to develop and refine their skills in the latest theories and concepts in leadership, communications, and management training for them to reach their greatest potential. Therefore, having taken the information acquired from the members of the proposed seminar model review committee, professors and theorists at the University of Texas at Austin, and a literature search, the following items merit further discussion.

Seminar Schedule Format

A concern for the proposed seminar schedule format was expressed for the offering of such a program to the general student population. Students have special time limitations unless the instructional materials are offered using a traditional semester schedule format. Therefore,

the survey course should be scheduled during the hours of 5:30 p.m. and 8:30 p.m., one or two nights per week. A second option would be to offer the program on Friday evening and all-day sessions on Saturdays for a series of weekends to meet the 54 hour semester course requirement. Additional hours to complete the 65 hour format could be assigned as an extra-credit activity or a course option. Prospective and current employees in the Health Careers have the same time restrictions as the general student population.

It was also recommended that the extracurricular activities proposed in the seminar schedule be eliminated for the general student population, since the course would be extended over a longer period of time. The opening and closing sessions could incorporate a more flexible schedule and provide a small reception as part of the presentation. In particular, such a schedule change would be appropriate if a graduation ceremony were to be held for the presentation of certificates indicating the completion of the total program.

The representative for business reviewed the proposed seminar schedule and was most agreeable with the complete format, since staff development is an on-going activity in the financial community. Any time of year would be acceptable by this group. The only request for change was in the area of extracurricular activities with

moving the Western Bar-B-Q from Monday to Tuesday evening. The reason for this change would be to provide a more relaxed activity by not having the participants rushing to class following dinner.

The representative for industry requested that the seminar program be presented during the months of July or August, since the participants would be from the cotton industry and that is the slowest time of production. Also, with the current contacts held with the Long Beach Harbor Commission, the industry would like to add a special all-day "field trip" to the program on Sunday. The trip would include traveling to Long Beach Harbor, followed by a cruise around the harbor and a tour of a freighter being loaded with cotton being shipped to a foreign port. Since most of the cotton produced in the Bakersfield area is transported by freighter to ports around the world, such an activity would provide an added growth experience for both the participants and presenters involved with this specialized program.

Course Content

The course content of the model presented to the review committee consisted of twenty-three separate instructional units geared for professional educators. Since leadership and management training theories and concepts are basically identical in all fields, the identical curriculum was shared with the College instructional staff

and special interest groups. The suggested titles and topic areas currently recommended by research findings were presented as follows.

Keynote Speaker

- Selected aspects of women's leadership roles
- The future for women
- the importance for future women leaders

Women As Leaders

- Male and female differences in leadership style
- What it takes to be successful as a leader
- The costs for becoming a leader

Managerial Planning and Budgeting

- General overview of the financial impact of public schools
- What school finance involves
- The budgeting process

The Career Patterns and Life Cycle Choices of Professional Women

- The stages of development
- Polarities
- Life style classifications

The Components of Leadership

- Motivating others
- Delegating tasks
- Assigning responsibilities

The One-Minute Manager (Blanchard, 1982)

- Goal setting
- Praising
- Reprimands

Thinking On Your Feet (General Session)

- On the spot interviews
- I-Speak Survey of Personal Styles (Drake Beam Morin, Inc., 1972)
- How to improve presentation skills

Thinking On Your Feet (Small Group Session)

- Techniques in forming ideas
- Positive image building
- Taping session

Budgeting Microcomputer Lab

- Introductory exercises
- Electronic spreadsheets
- Data-base management

Automation

- Word processing
- Accounting
- Public relations

Educational Law

- Property rights
- Right of contract
- Right of liberty and reputation

Interpersonal Efectiveness

- Prescriptive behavior functions
- Descriptive behavior functions of managers
- The Katz' theory

Personality and Managerial Styles (Grant, 1985)

- Meyers-Briggs Type Indicator
- Organizational analysis
- Managing meetings

Styles of Mangement

- The factors leading to decision effectiveness
- Behaviors associated with decision effectiveness
- Gatekeeping and the implications for action

Improving Written Communication

- General overview of basic writing skills
- Writing for publication
- Formal speaking presentations

Turning Ideas Into Action

- Case study related to organizational behavior

The Politics of Financial Planning

- "Winning" in politics
- What is needed for a political campaign
- The nature of people in public office

Self Management

- The stress curve
- The nature of stress
- Life after stress

Management and Innovation

- The changing corporate culture
- The changing workforce
- New skills for effective management

Speech Presentation

- Extemporaneous Speech
- 3-4 minutes in length
- Oral critiques

Data Base Management

- Introduction of the Personal Computer System
- An overview of a Data Base Management System
- Future trends

Leadership in Education

- Teaching for success
- System for success
- Student success

The Time Is Now (Panel Discussion)

- Business
- Education
- Government

Closing Speaker

- Review of seminar content
- Current leadership/management role
- Challenge for the future

Summary

Research recommended that the framework of the curriculum structure be designed in a manner so the beginning of the course content consisted of such topics related to the general nature of leadership and management training. At mid-point the sessions have been zeroed-in to identify the individual participant's strengths and weaknesses. The conclusion of the course offerings then returned to the area of general subject matter to allow the melding of all elements into the final instructional package.

After the instructional representatives reviewed the complete proposed course content, the one major advantage expressed for the presentation of such a survey course was that the general student population would not only be provided with the opportunity to receive a fast overview of

the current subject matter, they would also be able to relate the information and materials to their individual chosen professions. If, at the end of the tme period, the student would find that the information presented would not be what they had anticipated, they would be able to reconsider their career choice and have tbe opportunity of exploring other professions.

Disadvantages presented for students enrolling directly out of high school were discussed, with the fact that the 18-19 year old student would not be "seasoned" enough to relate examples to in-depth leadership and management situations. Those students returning to college who were either partially or fully employed would receive a far greater benefit from the program. In turn, prospective students in the Health Careers profession would have a similar disadvantage as the high school student, since they would be unfamiliar with examples related to the field. On the other hand, a more specialized program would be suitable for partially or fully employed students in the health field, since they would be able to relate specific examples to the information and materials presented.

The proposed course content was well received by the representatives from business and industry. Participants would be recommended who were already employed with the respective firms and showed potential in leadership and management roles and need addition training, such as the

opportunity to gain knowledge in Banking Law and International Trade Law. The committee representatives were aminable for the inclusion of a "core" textbook for the program to provide a basis for instruction threaded throughout the course.

Both business and industry were in favor of presenting a certificate of completion at the end of the program that could be inserted in the participant's personnel file and included on their resumes. Of greatest importance to each set of clientele was that the main "selling point" for such a seminar program would be in the "quality" of the course content. As stated by the Senior Vice President of Financial Services for California Republic Bank, as an individual moves up the management ladder, there is a great need for "people skills" (Zieman, 1985). Also, that leadership and management training does not take place before but after a promotion has been made, therefore, basic skills must be part of the program. In addition, both written and verbal communication skills are vital elements for professional advancement (Crouch, 1985).

Presenters/Consultants

The members of the instructional staff at Bakersfield College expressed a preference for using contract staff as presenters for the general student population. Areas that could not be covered by current contract

employees would be filled by members of the local community having expertise in a specific area.

The professional, business and industrial representatives stipulated that the best presenters be obtained for the presentation of each subject area. With the variety of leadership and management training programs being offered in the immediate service area for Bakersfield College by outside agencies, the institution must provide a model to compete with such programs and attract quality presenters in order to obtain students. The major advantage to meeting this need is the fact that most programs designed for "special interest groups" would be funded by the respective clientele, and therefore, the "sponsors" would be interested in playing an active role in the selection of appropriate presenters. Therefore, it is necessary for the College staff to work closely with each group, not only to identify quality presenters, but to follow-up and handle all arrangements for the preparation of contracts far enough in advance to guarantee their availability for specific dates and subject area presentations.

Food Services and Housing

The only food services that would be necessary for the proposed seminar model would be for the two-week programs prepared for business and industry. It was agreed by the review committee representatives that the two receptions and banquets indicated on the seminar schedule would

be well suited for being held at one of the local restaurants. Luncheons indicated on the schedule would be catered at the instructional site by a local catering service. The Western Bar-B-Q would be handled as a combined effort by a catering service and staff members of each of the seminar groups.

Housing needs were discussed and would only be necessary for the participants attending the program designed for the cotton industry. The researcher was informed by the local corporate head that lodging has been obtained during similar staff development programs at a local motel for $15 per person, per day. Housing costs would be absorbed by the corporation, but the cost of food not part of the seminar schedule would be the responsibility of the individual participant.

Budget Estimate

As indicated earlier, the budget estimate presented for the program prepared for the general student population would become part of the regular instructional budget for the institution. All items indicated as extracurricular activities, textbooks, instructional materials, and photographs would be eliminated from the general operating budget. Such cuts would reduce the total budget estimate from $33,775 to $26,600. The cost per participant for the business program would be approximately $1,000 per person, including extracurricular activities. The program for the

cotton industry requested that the instructional package range between $850-$900 per person. By having all extra-curricular activities absorbed by the corporate public relations account, the general instructional program would be able to meet that request.

Implications

The research data and literature search have clearly indicated that the design and implementation of leadership and management training seminars are viable components for incluison in a community college curriculum. Numerous private seminar programs that do not always meet the needs of participants have been continually offering programs in the Bakersfield College service area. By designing "tailor-made" programs for the local clientele, Bakersfield College would not only develop a closer relationship for meeting the current needs of the area, but also gain visability fo potential students. As indicated by Joe Zieman, the Arthur Anderson Company alone, in Los Angeles, invests $90 million per year for staff development programs (Zieman, 1985). By designing and offering similar programs at the local community college, college-corporate working relationships would emerge that would be a benefit for all parties concerned.

Recommendations

Based on the literature search and research data acquired for this study, the following recommendations have been made.

1. That Bakersfield College place immediate attention to the implementation of an intesive two-week seminar program "tailor-made" for the business community and the cotton industry during the 1986-1987 academic year. That the instructional content of the program include the areas of spoken and written communication skills, financial planning, personal effectiveness, and automation, plus other current topics related to leadership and management.

2. That members of the Bakersfield College instructional staff include a leadership and management training program survey course within the traditional semester schedule beginning with the Fall semester, 1986.

3. That contact be established with community leaders and other corporations within the service area for the purpose of developing similar seminar programs.

In addition to the specific recommendations, it is suggested that the five workbooks designed by Platte Technical Community College in Columbus, Nebraska, be used as reference tools by the review committee to assist in giving direction as to how modifications can be made to meet the needs of the respective clientele.

As stated in the initial proposal for this study, the short-range outcome was to demonstrate the comprehensive nature and quality of an intensive two-week seminar in the area of leadership and management training. The long-range goals were that of using the proposed format as a model to be instrumental in the development of a Management Training Center at the community college level that would generate the interest and financial support of local professionals and business and industry for the training of their employees working at the management level. The model has been designed, the Center is ready for use, and financial support has been endorsed from within the College service area. Financial support has also been indicated to provide the sponsorship of nationally known leaders in the field, plus course work that would eventually apply to the completion of a certificate program or degree in management.

As stated by business psychologist Abraham Zaleznick in contrasting leaders and managers: 'Managers prefer working with people; leaders stir emotion" (Peters and Waterman, 1981:84). In today's society, whether it be in the professional organization or a structured education situation, the role of both the manager and the leader are needed--they need to know how to work with people and this can be done by stirring a person's emotion. Following the reading of this practicum, the members of the professional

and corporate communities should be able to visualize the role that can be played on their behalf by the offerings available at their local community college.

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APPENDIX A

LEADERSHIP/MANAGEMENT SEMINAR SCHEDULE

PROGRAM: BAKERSFIELD COLLEGE LEADERSHIP/MANAGEMENT SEMINAR MODEL (First Week)

DATE(S): 1985-1986 Academic Year

	SUN	MON	TUES	WED	THURS	FRI	SAT
MORN 8:15 - 11:30		7:45 - 8:15 Orientation WOMEN AS LEADERS	THE CAREER PATTERNS AND LIFE-CYCLE CHOICES OF PROFESSIONAL WOMEN	THINKING ON YOUR FEET (General Session)	THINKING ON YOUR FEET (Small Grp.) BUDGET-ING MICROCOM-PUTER LAB	EDUCATIONAL LAW	PERSONALITY & MANAGERIAL STYLES
LUNCH			LUNCHEON		LUNCHEON		
AFT 1:00 - 4:15	Registration 12 Noon - 5 p.m.	MANAGERIAL PLANNING & BUDGETING	THE COMPO-NENTS OF LEADERSHIP	THINKING ON YOUR FEET (General Session)	THINKING ON YOUR FEET (Small Grp.) BUDGET-ING MICROCOM-PUTER LAB	INTERPERSONAL EFFECTIVENESS	(Free Time)
DINNER	OPENING RECEPTION & DINNER						
EVE 7:00 - 9:00	KEYNOTE SPEAKER	(Free Time)	ONE-MINUTE MANAGER	(Free Time)	AUTOMATION (Visitation of Local Cor-poration	(Free Time)	

PROGRAM: BAKERSFIELD COLLEGE LEADERSHIP/MANAGEMENT SEMINAR MODEL (Second Week)

DATE(S): 1985-1986 Academic Year

	SUN	MON	TUES	WED	THURS	FRI	SAT
MORN 8:15 - 11:30	(Free Time)	STYLES OF MANAGEMENT	TURNING IDEAS INTO ACTION	SELF MANAGEMENT	DATA BASE MANAGEMENT	THE TIME IS NOW! (Panel Discussion)	Departure
LUNCH			LUNCHEON		LUNCHEON		
AFT 1:00 - 4:15		IMPROVING WRITTEN COMMUNICATION	THE POLITICS OF FINANCIAL PLANNING	MANAGEMENT AND INNOVATION	LEADERSHIP IN EDUCATION	CLOSING SPEAKER	
DINNER			WESTERN BAR-B-Q			CLOSING RECEPTION & DINNER	
EVE 7:00 - 9:00		GENERAL CORPORATE OPERATIONS (Visitation of Local Corporate Headquarters)	(Free Time)	SPEECH PRESENTATIONS	(Free Time)	GRADUATION CEREMONY	

APPENDIX B

BAKERSFIELD COLLEGE LEADERSHIP/MANAGEMENT

SEMINAR MODEL

1985 - 1986

BUDGET ESTIMATE

1. PROGRAM INSTRUCTION AND ADMINISTRATION:

Instruction:		
65 hours by BC speakers (65 @ $125)	$ 8,125	
Allocation for special course preparation	1,500	
Standard Fringe Benefits (8%)	650	
Guest Lecturers (Salary, Materials & Expenses)	4,000	
Program Design and Administration (Coordination of faculty, topics & materials, correspondence with participants, & planning of all academic & logistic details)	10,000	
Total Instruction and Administration		$ 24,275

2. PROGRAM MATERIALS, EQUIPMENT & MISCELLANEOUS:

Notebooks (All instructional materials, printed covers, faculty biographies, speakers and program evaluations -- 35 @ $75)	$ 2,625	
Textbooks & Instructional Materials (Two textbooks -- 35 @ $30 per student, management inventories, Communication Grid -- 35 @ $40)	1,400	
Photographs & photographer	375	
Audio-visual equipment, tapes and technical staff	500	
Health Center Fee (32 @ $5)	160	
Total Materials, Equipment and Miscellaneous		5,060
Totals 1 & 2		$ 29,335

Budget Estimate
Page Two

Totals 1 & 2		$ 29,335
3. EXTRA-CURRICULAR ACTIVITIES:		
Opening Reception and Banquet (40 @ $25)	$ 1,000	
Closing Reception and Banquet (40 @ $25)	1,000	
Western Bar-B-Q (40 @ $12.50)	500	
Coffee & Refreshment Breaks (32 @ $3 per day)	960	
4 Special Luncheons (35 @ $7)	980	
Total Extra-Curricular Activities		4,440
TOTAL PROGRAM EXPENSES:		$ 33,775

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